

King's Meadow Academy

Accessibility plan 2025-26 Introduction



King's Meadow Academy

This plan has been guided by Schedule 10, relating to Disability, of the Equality Act 2010 and the principles of the Disability Discrimination Act 2005 (DDA) as amended by the SEN and Disability regulations 2014 and the 2014 SEND Code of Practice.

As defined by the Equality Act, we understand a person with a disability to be identified as follows:

'A person who has a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities'.

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA 'substantial' means 'more than minor or trivial'.

'Long term' means 'has lasted or is likely to last more than 12 months.'

This definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism (ASD), speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term.

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger.

Our planning addresses the following areas:

- Physical facilities – addressing any alterations that may be required to the structure of the building or site to secure access for pupils, staff, parents and visitors

- School curriculum – including our provision for teaching and learning, the wider curriculum, extra-curricular activities and school visits.
- Support services – access to services within and external to the school to support families where a disability is identified
- Awareness – building awareness of staff through training and development and heightening children’s awareness of issues related to disability
- Communication of information – how information is communicated within school and to a wider audience and supporting access to communication for families with a pupil or parent identified as having a disability.

Physical facilities

Process for identifying barriers

- Meeting with outside support agencies to identify barriers / needs
- Parent / carer meeting to discuss needs
- Feedback from users of the school via regular questionnaires to all stakeholders
- Review of individual My Plan/Educational, Health and Care Plan, (EHCP) for pupils with SEND
- Action planning following site inspections by relevant personnel (e.g. Site manager)
- Disabled entrance / access clearly signed at the front of school
- Disabled parking bay at the front of school
- Disabled toilet now fully accessible
- Refitting of fire door
- Ongoing monitoring to ensure that the school remains accessible to all
- Button to alert school reception of visitors to the disabled entrance fitted

Summary of progress to date in last five years

- Disabled entrance / access clearly signed at the front of school
- Disabled parking bay at the front of school
- Disabled toilet now fully accessible
- Refitting of fire door
- Ongoing monitoring to ensure that the school remains accessible to all

- Button to alert school reception of visitors to the disabled entrance fitted
- New fire alarm system installed

Objectives for improvement 2025-26

- Continue to monitor to ensure that the school remains accessible to all
- Personal Emergency Evacuation Plans (PEEPs) to be updated and reviewed annually
- To review and be aware of access requirements for new and existing pupils/staff/visitors as and when required
- Obtain feedback on accessibility from parents/carers via questionnaire

Monitoring plans

- This plan to be monitored by the ASC, the Headteacher, the SENDCO and other relevant staff

School Curriculum

Process for identifying barriers

- Monitoring of class teaching, learning support and impact on progress
- Data analysis by teachers and Senior Leadership Team at termly pupil progress meetings
- Review of My Plans/Educational, Health and Care Plan, (EHCP) for pupils with SEND
- Feedback and input from parents at consultation meetings and external agencies when supporting pupils in school
- ASC / MAT monitoring visits

Summary of progress to date in last three years

- Specific staff training in relation to ASD, speech and language difficulties, hearing impairment, visual impairment
- Accessed school nursing team to support staff and specific children's individual needs
- Intervention register embedded to meet individual children's needs academically, socially and emotionally
- Children with SEND are given access to the curriculum supported by the school's SEND provision, taking into consideration the wishes of their parents and the needs of the individual

- SENDCo has undertaken degree level training to further inform her role
- SENDCo supports other schools in developing provision

Objectives for improvement 2025-26

- Ensure we continue to have trained staff in school to deliver specific programmes which meet individual children's needs
- Provide on-going professional development for staff to support them in ensuring all children have equal access to the curriculum
- All children have access to an appropriate curriculum and have a positive attitude towards school and good self-esteem
- Staff training to be matched to the priorities determined by current academy population.

Monitoring plans

- This plan to be monitored by the ASC, the Headteacher, the SENDCo and other relevant staff

Support services

Process for identifying barriers

- Review of individual My Plan/Educational, Health and Care Plan, (EHCP) for pupils with SEND
- Advice from external agencies
- Requests and identified needs of pupils and parents through discussion, observation, feedback.
- Keeping up to date with local, county and national providers for support, e.g. Local parent support groups or services • ASC / MAT visits

Summary of progress to date in last 5 years

- Clear school procedures are set out as to when to contact support services
- Referrals to other agencies are made promptly
- Advice is sought as necessary
- SENDCo attends regular local network meetings to keep up to date with services on offer
- SENDCo regularly liaises with external agencies to support pupils and parents and to maintain awareness of services available
- SENDCo regularly liaises with SENDCos in other schools to support pupils and parents and to maintain awareness of services available

Objectives for improvement 2025-26

- Continue to work in partnership with support agencies.
- Comprehensive review of SEND register to audit and ensure that it is relevant
- Research and maintain a directory of local parent support groups for children with SEND

Monitoring plans

- This plan to be monitored by the ASC, the Headteacher, the SENDCo and other relevant staff.

Awareness

Process for identifying barriers

- Observations of learning, pupil comments
- Feedback from pupils, parents, staff and visitors
- Curriculum and provision review
- Feedback from external agencies
- ASC visits

Summary of progress to date in last 5 years

- SENDCo has raised the profile of SEN and disability within school amongst staff
- SENDCo has put in place procedures, interventions and ensured staff training is up to date
- Children's awareness to issues related to disability, enhanced through our 'Challenge & Educate' curriculum.

Objectives for improvement

- Continue to raise awareness of staff through training and development and heighten children's awareness of issues related to disability

Monitoring plans

- This plan to be monitored by the ASC, the Headteacher, the SENDCo and other relevant staff.

Communication

Process for identifying barriers

- Feedback from pupils, parents and other users including Parents Survey, School Council, email, questionnaires
- Review of individual My Plan/Educational, Health and Care Plan, (EHCP) for pupils with SEND
- Impact of communication streams in ensuring pupil and parent understanding and participation
- Feedback from external agencies

Summary of progress to date in last 5 years

- Up to date school website enables access to information
- Proactive contact by SENCo to ensure parents/carers of pupils with SEND are listened to and have opportunity to raise concerns or share successes. •
Termly review of specific vulnerable pupils
- Questionnaire sent to parents regarding their Local Offer requirements.
- Leaflet produced for parents to highlight provision for children with SEND at school.
- Use of Makaton sign language support in school / training of staff

Objectives for improvement

- Termly update on pupils with SEND at staff meetings and phase meetings to ensure all staff have latest relevant information on specific pupils with SEND
- Identify the relevant alternative forms of communicating key information and ensure these are available to parents/carers
- Ensure pupil information is being routinely shown to all supply teachers and new staff in the academy • Continue to keep all families well informed
- Continue to find ways for parents and carers to express their views

Monitoring plans

- This plan to be monitored by the ASC, the Headteacher, the SENDCo and other relevant staff.